

**REPORT**

**on the**

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**LLANFAIR KILGEDDIN CHURCH IN WALES  
CV PRIMARY SCHOOL  
LLANFAIR KILGEDDIN  
Nr ABERGAVENNY  
MONMOUTHSHIRE  
NP7 9DY**

School Number: 679/3005

Date of Inspection: 22nd – 24th September 2002

**By**

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Under Estyn contract number: T/49/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### **The school and its priorities**

- Llanfair Kilgeddin Church in Wales CV Primary School is a small primary school situated in the village of Llanfair Kilgeddin in Monmouthshire, Wales and was built in 1870. It is maintained by Monmouthshire Local Education Authority in partnership with the Church in Wales. The governing body is currently applying for the school to be voluntary aided. It caters for 29 pupils (full-time equivalent or fte) from Reception to Y6. There are no children of Nursery age. The school's numbers on roll are slightly below its recommended capacity of 34. Pupils attending the school live not just in the immediate area but from homes up to five miles away.
- The school reports that 75 per cent of pupils come from homes, which are, in the main, relatively prosperous, and 25 per cent come from homes which are neither prosperous nor economically disadvantaged. There are 14 per cent of pupils eligible to receive free school meals, which is below the national average. The pupil population is white and English-speaking. No pupils come from a minority ethnic background, and none receive extra support in learning English. No pupils speak Welsh as their first language.
- There are four per cent of pupils on the register of special educational needs (SEN), which is well below the national average. No pupils have formal statements of SEN.
- The school benefits from a pleasant rural environment, with a playground, large playing field, and sensory garden, all the land being owned by the Church in Wales.
- There are two teachers: the acting headteacher and a class teacher, plus one classroom support teacher, and two classes.
- The school was last inspected in February 1997. Key issues from the previous inspection report included the need to:
  1. Improve overall standards in design and technology, and information technology.
  2. Increase the time allocated to Welsh as a second language and develop the use of incidental Welsh.
  3. Improve whole-school planning so that all the National Curriculum programmes of study are addressed and that pupils make as much progress as possible.
  4. Ensure that lessons are planned to provide challenging activities for the more-able pupils.
  5. Improve pupils' IT skills and their use across the curriculum.
  6. Enhance pupils' cultural development.

- The school's aims are to:
  - “• provide the best possible education for the children;
  - help .... children to read, write, listen and speak correctly;
  - help .... children to learn about mathematics and science;
  - help .... children to understand the world in which they live, through studies in history, geography and Welsh;
  - help children develop skills in and enjoy music, art, design and technology and ICT;
  - give plenty of opportunities for .... children to develop skills ... in physical education;
  - help .... children develop a respect for religious values within the ethos of a Church school;
  - provide a happy school, where ... children will be sensitively cared for;
  - welcome all parents into the school and encourage them to work in partnership (with the school).”

**2. MAIN FINDINGS OF THE REPORT**

Llanfair Kilgeddin CV Church in Wales Primary School is a good and improving school as shown by:

- the improvement in standards since the last inspection;
- the good quality of teaching;
- the excellent links with its community and the support it gets from parents;
- the refurbishment of its accommodation.

It gives good value for money.

**Standards of achievement for children aged under five**

- The educational provision for children aged under five is good. Baseline assessments clearly indicate that children's attainment on entry is average. Good progress is made and good standards are achieved in all areas of learning.

<b>The six areas of learning for children under five</b>	<b>Standards of achievement</b>
Language, literacy and communication skills	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Personal and social development	Good
Creative development	Good
Physical development	Good

**Standards of achievement for pupils by the age of 7 and 11**

- Overall, standards of achievement are good and many pupils make good progress. Standards are satisfactory or better in 100 per cent of the work scrutinised, being very good in two per cent of the work, good in 79 per cent, and satisfactory in 19 per cent. There have been improvements in the standards achieved since the last inspection.

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Satisfactory
Design and technology	Good	Good
Information and communications technology (ICT)	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Satisfactory
Music	Insufficient evidence	Insufficient evidence
Physical education	Good	Good
Religious education	Good	Good

- Very small numbers of pupils undertake the National Curriculum (NC) assessments in English, mathematics and science each year, usually about three at each key stage. In 2001, in Key Stage 1 (KS1), all pupils achieved NC Level 2 or above, and in KS2, all pupils achieved Level 4 or above.
- Pupils with special educational needs (SEN) achieve good standards, and make good progress, relative to their ages and abilities, in both key stages.
- Standards in the key skills of speaking, listening, reading and writing in a range of subjects are good. Standards in numeracy and ICT in many subjects are satisfactory.

### **The spiritual, moral, social and cultural development of pupils**

- The provision for pupils' spiritual, moral and social development is very good, whilst the provision for cultural development is satisfactory. The overall quality of assemblies and acts of collective worship is very good. Pupils perform very well on such occasions and renew their feeling of being part of a large family.

### **Pupils' behaviour and attitudes to learning**

- Pupils' behaviour is good and their attitudes to learning are good. Pupils are articulate and often show maturity and sensitivity in their dealings with others. The school is drafting a separate policy to promote racial equality, and has effective measures in place to prevent racism, bullying, sexism and other forms of discrimination. Attendance levels are good.

### **The quality of education provided**

- The overall quality of teaching is good. The quality of teaching was satisfactory or better in all lessons observed, good in 81 per cent, and very good in four per cent. The school has improved the quality of teaching since the 1997 inspection, when 10 per cent was unsatisfactory.

- The quality of assessment, recording and reporting to parents is satisfactory. Teachers' assessments are accurate and consistent. Assessment is used well to promote higher standards. The extent to which the school analyses assessment data in order to improve pupils' performance is very good.
- The quality of the curriculum for children aged under five is good, and for pupils in KS1 and KS2 is satisfactory. The school's curriculum meets the requirements of the NC and for religious education. The school's curriculum is very inclusive. Planning for the Welsh Dimension is satisfactory. Through the visits they make, and through subjects such as English, history, geography and music, pupils gain a broad perspective on the culture and heritage of Wales.
- The school's provision for extra-curricular activities is satisfactory. Teachers and governors run extra-curricular clubs for pupils to improve their skills in sport, singing or musical performance.
- Pupils' learning is enriched by a broad range of visits within the locality and further afield. Teachers organise visits by specialists, such as a governor with design and technology expertise, or by a theatre-in-education team, to the school. These experiences enrich the curriculum, benefit pupils' learning and help raise standards.
- The school ensures all pupils have equality of opportunity and full access to the NC, regardless of their ethnicity, gender or prior achievements. Good provision is made for pupils with special educational needs (SEN).
- The planning for teaching and learning key skills is unsatisfactory.

### **The partnership with parents and the community**

- The school sends information of good quality to parents, and parents make an excellent contribution to school life. Overall, links with the community help pupils' development and standards considerably. The school has drawn up a home/school agreement which it hopes to distribute to parents this term.

### **The management and efficiency of the school**

- The scope and effectiveness of the school's procedures for evaluating standards achieved and the quality of its provision are satisfactory. The range and nature of objectives for improvement that the school has set are satisfactory. Development planning is unsatisfactory and target-setting is in its infancy.
- The quality of leadership provided by the governors, acting headteacher, and the KS1 teacher is good. Management systems are, in general, effective and the school gives good value for money. This is in the context of a management structure wherein the headteacher has a full-time classroom teaching commitment.
- Governors provide good leadership and undertake their duties conscientiously. They are closely involved in monitoring and evaluating the school's development.
- The quality of subject leadership is satisfactory. The co-ordinators regularly monitor the quality of provision, and guide subject planning and development, but schemes of work are out-of-date in many subjects.

- Financial management is satisfactory. The school's routine administration and organisation are effective and efficient. The school complies with the statutory requirements and guidelines of the National Assembly for Wales, except with regard to the school prospectus.
- The quality of staffing is very good. A talented and committed team works well together. Support staff, such as the secretary, the caretaker and cleaner, the school cook and kitchen staff, make a good contribution to the overall quality of school life.
- The quality of accommodation is satisfactory. Although the school has no hall for assemblies, physical education or drama, teachers make every effort to compensate for this as much as possible. Learning resources are good in most subjects.

### **The effectiveness with which the issues identified in the previous inspection have been addressed**

Overall, the school has made good progress in addressing the issues raised in the last inspection.

- Standards in design and technology are now good and standards in ICT are satisfactory. The school gives a good balance of time to Welsh and has developed the incidental use of Welsh further. Whole-school planning has been improved although much remains to be done.
- Lessons are planned to provide challenging activities for the more-able pupils. Pupils' ICT skills and their use across the curriculum are now satisfactory. Pupils' cultural development is satisfactory. Big improvements have been made to the school's interior accommodation. Very good progress has been made here.
- The school has also drawn up a new admissions policy, and a mission statement, and reviewed its general aims.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Standards achieved in subjects and areas of learning**

Overall, standards of achievement are good and virtually all pupils make good progress. Standards are satisfactory or better in 100 per cent of the work scrutinised, being very good in two per cent of the work, good in 79 per cent, and satisfactory in 19 per cent. There have been improvements in the standards achieved since the last inspection.

- The educational provision for children aged under five is good. Good standards are achieved in all areas of learning.
- Baseline assessments show that most children's attainments on entry are average.
- Very small numbers of pupils undertake the National Curriculum assessments in English, mathematics and science each year, usually about three at each key stage. As a result, it is not possible to make comparison with LEA or national results, but in 2001 in KS1, all pupils achieved Level 2, and in KS2, all pupils achieved Level 4 or above.

- Virtually all pupils, including those who have special educational needs and those who are more able, make good progress.
- In the work seen during the inspection, standards of achievement in English, mathematics, science, design and technology, physical education and religious education are good in KS1 and KS2. Standards of literacy are good in a broad range of subjects.
- Standards of achievement in Welsh and art are good in KS1 and satisfactory in KS2.
- Standards in information and communications technology (ICT), history and geography are satisfactory in KS1 and KS2.
- No music was taught during the inspection and so no overall judgment can be made, but from the evidence of pupils' singing and playing instruments in assemblies, standards of performance are good.
- Pupils with SEN achieve good standards, and make good progress, relative to their ages and abilities, in KS1 and KS2.

### **3.2 Standards achieved in key skills across the curriculum**

Standards of achievement in key skills across the curriculum are good in literacy and satisfactory in numeracy and ICT.

- Children aged under five listen attentively and make some contribution to discussions.
- In KS1 and KS2, pupils readily share their thoughts and ideas, and express themselves well in discussions and plenary sessions.
- Overall, pupils listen well in lessons and make a considerable contribution to the quality of learning.
- Pupils in both key stages make good use of their reading skills to obtain information from a range of sources, including reference books and the Internet. They are confident when reading in assemblies.
- Overall, pupils write well in many subjects across the curriculum and for a range of purposes.
- They use their skills in number in subjects such as science, for example, to read temperatures, and in design technology to measure accurately. In geography, they use tally charts and graphs to present their findings. However, there are not enough opportunities for them to develop their levels of numeracy in a number of subjects.
- Pupils achieve satisfactory standards in using computers to support their learning across the curriculum. For example, good use is made of the Internet for research in history and geography. They communicate with another school with electronic mail and use their word processing skills to write letters and to present their work. Younger pupils operate computer programs to develop their literacy and number skills and use a 'roamer' to promote their understanding of direction, angles and number. However, opportunities to use ICT are often missed in a range of subjects.

## 4. ETHOS OF THE SCHOOL

### 4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral and social development is very good and their cultural development is satisfactory.

- The school is highly successful in fostering an ethos based on Christian principles and where mutual respect and responsibility are reflected within a caring and supportive environment.
- Very good provision is made for pupils' spiritual development. The daily act of collective worship makes a significant contribution to this provision. Pupils play a central role in daily worship, leading prayers and Bible readings, providing musical accompaniment and singing hymns with enjoyment and enthusiasm in both English and Welsh. Through regular visits, parish clergy make a contribution to collective worship and the spiritual life of the school.
- Throughout the day pupils have the opportunity to reflect upon issues of spiritual awareness and self knowledge. For example, younger pupils exhibit a sense of awe and wonder when discussing their senses during science lessons and when operating a robotic toy for the first time ever.
- The aims of the school encourage and promote positive values and attitudes. Relationships are very good. Staff work diligently to establish a climate where pupils and teachers show mutual respect and where the uniqueness of individual children is valued and nurtured. Staff emphasise values such as honesty, fair-play and kindness, and ensure pupils have a clear understanding of the principles which distinguish right from wrong.
- Pupils support a wide variety of local and national charities and are sensitive to the needs of others. They regularly raise funds for the *Help the Aged* charity and enjoy their visits to Penpergwm House to entertain residents.
- Pupils' social development is very good. Pupils relate very well to each other, consistently offering mutual help and support in work and play. They readily volunteer for and accept responsibility. For example, when they act as monitors through initiatives such as *helpwr heddiw*, pupils carry out their duties sensibly and cheerfully.
- Pupils' cultural development is satisfactory. The school is developing a sound Welsh ethos where pupils are learning about the heritage and culture of Wales. Pupils' understanding of, and respect for, other cultures is not as evident. However, the link with an inner-city school in London, which has a large multi-ethnic population, is a positive development. Llanfair pupils have visited Millbank School and speak of their enjoyment in meeting with and writing to pupils there. The school is drafting a policy to promote racial equality.
- The overall quality of assemblies is very good. They make an excellent contribution to the school's ethos.
- Pupils respond very positively to the school's provision for spiritual, moral, social and cultural development.

## **4.2 Behaviour and attitudes**

Pupils' behaviour and their attitudes to learning are good. The school is a happy, supportive and orderly community.

- The acting headteacher and staff have high expectations of pupils' behaviour and pupils respond well to their calm and consistent approach.
- The quality of relationships is very good and this contributes significantly to pupils' self esteem, confidence and positive behaviour. Pupils' courtesy and thoughtfulness are extended to all adults in the school and they welcome visitors warmly and politely.
- The school is currently reviewing its behaviour policy which has been in place for many years. School rules are simple, relevant and based on mutual respect and responsibility. They reflect the caring ethos of the school.
- Pupils have positive attitudes towards their work and play. They co-operate willingly with staff and their fellow pupils. They settle quickly to tasks and sustain concentration. They enjoy their work, are keen to do their best and take pride in their achievements.
- Teachers praise good behaviour and hard work.
- The school actively promotes the Christian values of tolerance, kindness and fairness. The acting headteacher and staff take the issue of bullying very seriously and effective procedures are in place to deal with any incident brought to their attention. No instances of bullying, aggressive behaviour or discrimination were observed during the inspection.
- The consistently good standards of pupils' behaviour and their positive attitudes to learning contribute not only to the efficient functioning of the school but also to the standards pupils achieve and to their personal development.

## **4.3 Attendance**

Attendance rates are good and there are no instances of unauthorised absence.

- Most pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- Registration is conducted efficiently and in accordance with statutory requirements. Registers are carefully marked and maintained.
- Attendance rates are monitored efficiently. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.
- Many pupils have exemplary records of attendance.
- The school has not set formal targets for the continued improvement of attendance but teachers frequently emphasise the high priority given to attendance and punctuality.
- The school complies fully with the requirements of the National Assembly for Wales's circular 3/99 on *Pupil Support and Social Inclusion*.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The overall quality of teaching is good. The quality of teaching was very good in four per cent of lessons, good in 81 per cent, and satisfactory or better in all lessons observed. There was no unsatisfactory teaching. This represents an improvement in the quality of teaching since the last inspection when 10 per cent of teaching was unsatisfactory or poor.

#### Good features

- Teachers have a sound knowledge and understanding of the subjects they teach. Although the teachers do not speak Welsh as their first language, they make positive efforts to teach and learn Welsh.
- Teachers plan effectively for the development of pupils' skills, knowledge and understanding in most areas of the curriculum. In the best teaching, teachers lead, guide and shape the lesson well because they are confident in their subject knowledge and their aims, and they know their pupils well.
- Teachers have high expectations, making clear what they expect of pupils in terms of achievement and behaviour. They use praise judiciously and help build pupils' self-esteem. Teachers focus particularly on what pupils can do and create a positive climate for learning. In particularly effective history lessons, teachers provide excellent resources and work in effective partnership with governors to present interesting and well-informed lessons.
- Teachers use a good range of organisational strategies. They provide pupils with opportunities to work as a whole class, in groups, pairs and as individuals. They also use a good mix of teaching techniques to enliven their lessons. In the lessons in which teaching was good or very good, there was a sense of partnership between teacher and class, and of the class as a family.
- Teachers know their pupils very well, value them as individuals and establish good relationships with them. They display a caring attitude towards them and offer a firm, fair and consistent approach to discipline. As a result, pupils confirm that they feel happy and secure, and they do well. The pupil:teacher ratio of 14:1 is advantageous and enables teachers to give much individual attention to pupils.
- Teachers match work well to pupils' abilities. This can be a considerable challenge in, for example, a class which has children in the Early Years, KS1 and KS2, but lessons are carefully planned to take children's needs and capabilities into account in each step of their learning. Teachers make good provision for pupils with SEN.
- Teachers provide pupils with exemplars of the standard of work expected of them. Pieces of work are read aloud to the whole class and pupils focus upon various good features.
- In the best lessons, teachers encourage pupils to develop an enquiring attitude to learning by asking, as well as answering, searching questions.

- Teachers use the Internet to enrich pupils' knowledge about subjects such as Roman engineering. Teachers also overcome the school's rural isolation very well by involving pupils in electronic mail projects with a London primary school, or exchanges of e-mail with Graham Dalton in his round-the-world yacht race. This last project is a good example of how teachers present good cross-curricular themes which help develop pupils' understanding of English, geography and ICT.

### **Shortcomings**

- Teachers do not give pupils enough opportunities for individual investigations in subjects such as science, mathematics or history.

## **5.2 Assessment, recording and reporting**

Assessment is accurate and consistent. A school policy identifies procedures and sets out a timetable of regular assessment. Overall, the recording of pupils' assessment results and the quality of annual reports to parents are both satisfactory.

- The school's Baseline Assessment provides early and useful information on individual children. This information is used to plan relevant experiences and to identify pupils with special needs.
- Work is regularly marked with positive and encouraging comments and tasks are effectively matched to pupils' abilities. Sometimes, however, marking is not sufficiently diagnostic.
- With such low numbers of pupils in both classes, the teachers have an in-depth knowledge of each child's academic and personal stages of development. This knowledge informs their planning for the teaching of 12 subjects.
- Samples of pupils' work are collected to check on progress and teachers are beginning to set targets and track the development of individual pupils.
- The system for formally recording pupils' assessments is underdeveloped.
- Parents are kept well informed of their child's progress through termly meetings and an annual written report. The reports, however, contain comments that focus more on pupils' efforts and attitude than actual achievement in the different subjects, and indicators for future improvements are not given in the core subjects.

## **5.3 Curriculum**

The quality of the curriculum provided in the Early Years is good and that in KS1 and KS2 is satisfactory. The curriculum is socially inclusive and ensures equality of access and opportunity to all pupils.

- The educational provision for Reception children is good and successfully promotes the desirable outcomes for children's learning. The transition to work on the National Curriculum is smooth and effective due to the detailed match of work to the needs of individual pupils.

- Lessons are generally well planned with clear objectives and differentiated work but the lack of up-to-date and detailed schemes of work makes the teachers' task of delivering a high-quality curriculum more difficult.
- Planning for the development of key skills across the curriculum lacks focus and opportunities for using the key skills of numeracy and ICT are often missed.
- Teachers make good use of homework to extend learning opportunities.
- Although not fully formalised with an up-dated policy document, the arrangements for pupils' personal and social development, including health and sex education, are successfully integrated into the curriculum.
- A range of extra-curricular activities, including sport and music, is provided for the children. Other activities include trips and visits to places of educational interest, which enhance and extend pupils' learning.
- The "Cwricwlwm Cymreig" is inconsistently promoted in subjects such as history, art and music.
- The school has drawn up a home/school agreement which has not yet been distributed to parents.
- Racial equality is promoted through the overall caring and supportive nature of the school and through a draft racial equality policy.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support and guidance and the attention paid to pupils' welfare throughout the school are good.

- The acting headteacher and staff attach particular importance to the pastoral care of pupils. Pupils work and play in a caring and supportive environment where they feel secure and valued.
- Pupils are confident in seeking the help and support of staff. They readily turn to adults for help and are listened to and treated with respect.
- The acting headteacher and staff know pupils well and effectively monitor and support their academic progress, their social development and their personal well-being.
- Parents are very pleased with the support, guidance and attention given to their children's welfare.
- The school has a detailed policy and set of procedures to promote health and safety, which are monitored by staff and the governing body.
- Aspects of hygiene, health, sex education and drugs awareness are introduced to pupils through the curriculum. The acting headteacher and staff recognise the need to develop a new policy for personal and social education (PSE), taking into account the recommendations of the Qualifications, Curriculum and Assessment Authority for Wales.

- Procedures for dealing with child protection issues are in place and known to staff. The school has adopted the policy of the local education authority (LEA) to guide practice in child protection issues.
- Pupils are supervised well at break and lunch times. Arrangements for dealing with accidents and emergencies are well established.
- The school's policy for equal opportunities is implemented effectively and the high priority given to the social inclusion of all pupils is exemplary. The benefits pupils gain from this successful inclusion policy are evident in all aspects of school life.

## **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with SEN is good. Pupils with SEN achieve good standards and make good progress. The quality of provision and support for pupils with SEN under the guidelines of the new SEN Code of Practice is good. Support is currently provided for one pupil identified as being on Stage 1 on the SEN register. The school has not yet introduced the new SEN Code of Practice.

- To ensure timely and appropriate support, identification of pupils with special educational needs is made as early as possible.
- Appropriate tasks are set in the classroom and are matched well to pupils' abilities.
- Work is planned carefully to focus on specific difficulties and follow an appropriate individual education programme.
- The SENCO ensures regular liaison between home and school and intends to introduce the new Code of Practice as soon as possible.

## **5.6 Partnership with parents and community, schools and other institutions**

The school's partnership with schools and other institutions is good. Partnerships with parents and the community are very good and are major strengths of the school.

- Parents are highly supportive of the school. They value the school's welcoming nature and appreciate the ready access they have to the acting headteacher and staff. In the pre inspection meeting with parents and in the questionnaires returned to the inspection team, parents expressed high levels of satisfaction with all aspects of the life and work of the school.
- Parents are kept well informed by regular newsletters, an informative annual report of the governing body, and by regular consultations with staff to discuss children's work and progress. Parents also appreciate the daily, informal contact they have with staff. The school prospectus is a useful document but does not include all the statutory information for parents that it should do.
- The school's active Parents, Teachers and Friends Association (PTFA) provides a very good link between home and school and makes an outstanding contribution to the life and work of the school. The association organises many fund-raising and social events which enhance links with the local community and provide the school with a vital source of

additional income. Funds raised are used purposefully to enhance resources and enrich the learning environment for all pupils.

- Practical help is provided by members of the PTFA and other members of the local community, for example in the development of the sensory garden. Governors and parents have also helped in the internal and external painting and decorating of the school. This has been an outstanding success and is greatly appreciated by pupils and staff.
- Many parents and friends give freely of their time to help out in the classrooms and accompany pupils on educational visits. Their support is greatly valued by the acting headteacher and staff and they make a positive contribution to pupils' learning and standards of achievement.
- The school enjoys a close and effective partnership with the main receiving secondary school. Arrangements for the transfer of pupils are good and ensure that Y6 pupils look forward to secondary school with confidence. Curriculum links are being developed, especially in English, mathematics and science, between the two schools.
- The school has no partnership arrangements with initial teacher training institutions but students from local secondary schools undertake work-experience placements at the school. Students are well supported by staff and they make a positive contribution to the life of the school.
- The school is at the heart of the village and is greatly valued by many. This was shown by the strong support it received in recent months from parents and other local residents for its future development. It makes very good use of the local community as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. The school regularly serves the community by supporting many civic, cultural, environmental and charitable projects.
- The school enjoys a highly successful partnership with the parish church and the Monmouth Diocese. The clergy hold the school in high regard and appreciate the contribution which staff and pupils make to the life and worship of the church.
- The acting headteacher, staff and governing body are committed to the continuing development of a dynamic partnership with parents, other schools and the local community. The links already established, many of which are outstanding, make a valuable contribution to pupils' learning, motivation and standards of achievement.

## **5.7 Partnership with industry**

The school's partnership with industry is good.

- Partnership with industry is well established throughout the school and the valuable links with industry, business and commerce enrich work in many curriculum areas.
- The school has no formal policy for links with industry but effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.

- Teachers have organised visits to a number of industrial, retail and commercial sites within the locality and further afield, including supermarkets, shops, a doctor's surgery, a bakery, a craft centre and working farms. This ensures that pupils gain first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.
- Staff actively encourage personnel from a wide variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services and the road safety officer has had a positive impact on pupils' learning.
- Pupils recognise the importance of agriculture in their rural community and they are keenly aware of environmental issues. They have visited an organic farm and understand different methods of farming. Pupils have been involved in the design and development of the school's sensory garden which supports work in a number of curriculum areas.
- Local business, industry and commerce view the school in a positive light and are very supportive of the school. Sponsorship has been received from a number of local organisations, and businesses regularly assist the school in its fund-raising activities.
- The acting headteacher, staff and the governing body are committed to the continuing development of a positive partnership with industry. The links already established contribute significantly to pupils' motivation, learning and standards of achievement.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The school's procedures for evaluating standards achieved and the quality of provision are satisfactory. The range and nature of objectives for improvement that the school has set are also satisfactory. Development planning and target-setting are unsatisfactory.

- A self-critical culture has been established among staff and governors with shared values about the school's aims, standards achieved, the quality of learning, behaviour, relationships and equality of opportunity. Teachers, governors, and parents contribute to the process of self-evaluation.
- Teachers are aware of their strengths and areas for development, and are keen to improve their skills and methods of working in order to raise standards.
- The acting headteacher, staff and governors have identified whole-school priorities but, because of the work associated with Monmouthshire's review of primary education in the last year, have not yet given these priorities a realistic timescale, success criteria, accountability or costings.

### **6.2 Leadership and efficiency**

The quality of leadership and management provided by the acting headteacher, the KS1 teacher, and governors are good and improving. The school gives good value for money.

- The school's teachers and governors provide good leadership and a clear sense of direction to the school's affairs. Their care for pupils and commitment to the school's development are evident in the way pupils value their education and see it as worthwhile.
- The school's ethos for learning and sense of purpose are very good. Overall, teachers have high expectations about standards. The school's aims, values, and policies are appropriate for its pupils.
- The quality of subject leadership is satisfactory. Co-ordinators regularly monitor the quality of provision, and guide subject planning and development. This happens in a variety of ways, including through formal and informal discussions, and through the scrutiny of pupils' work. The system to enable subject leaders to directly monitor or guide work in lessons is underdeveloped.
- Governors undertake their duties conscientiously, and have a good awareness of their responsibilities. They meet regularly with the headteacher and staff and are keen to help with new developments. Their involvement in monitoring and evaluating the development of subjects is secure. Governors exercise an appropriate oversight of the steps taken to ensure the school gets the best value for the money it spends.
- A number of governors, with an educational background, provide expert support for teachers in subjects such as design and technology and history. Standards in these subjects have improved with the extra impetus provided by these effective partnerships. Other governors, such as members of the clergy, visit the school regularly to participate in or lead assemblies. This helps ensure that the school's ethos is strongly influenced by the beliefs and values of the Church in Wales.
- Financial management is satisfactory and the school receives close support from the local education authority in balancing its books. Parents and other members of the community give the school very significant, extra financial support through fund-raising. The school's routine administration and organisation are effective and efficient, and it complies with the statutory requirements and guidelines of the National Assembly for Wales, except for details missing from the school prospectus.

### **6.3 Staffing, accommodation and learning resources**

The quality of staffing is very good. The quality of accommodation is satisfactory and the quality of resources is good.

- Teachers are well qualified and work together as a team to meet the demands of the NC and other aspects of school life. There is a good range of teaching experience, and teachers are deployed appropriately.
- Job descriptions for staff are not specific to the present post-holders and their responsibilities.
- The INSET programme is well-planned to meet the needs of the school as stated in the school development plan (SDP) as well as the personal development of the teachers.
- The teaching skills of the classroom assistant are not used effectively.

- The caretaker and cleaning staff ensure there is a very clean and pleasant environment. Lunchtime staff ensure that pupils are provided with nourishing meals. The school secretary conducts day-to-day administration efficiently and unobtrusively.
- Big improvements have been made to the school's interior accommodation. It has been completely refurbished over the last year and the building is maintained to a very good standard of cleanliness.
- Teachers, with the help of parents and governors, have created an attractive learning environment in an old building, which is greatly enhanced by displays of pupils' work.
- Good use is made of all available space and the school garden is a very useful resource.
- The accommodation is satisfactory for the number of pupils and staff. It has a few inhibiting features, for example, the lack of a hall, and a secure outdoor play area for children aged under five, could affect the physical development of pupils. However, teachers are successful in providing alternatives to ensure that pupils have good opportunities to take part in lessons such as physical education and drama.
- Resources for learning are good. They are generally sufficient, in good condition, well organised and put to good use. The ICT resources are very good. The pupil:computer ratio is good. The school has recently procured and installed an interactive whiteboard and connected its computers to the Internet. Pupils and teachers have had little time as yet to make the most of these resources but they are making good progress. Resources for reading are good but resources for religious education are satisfactory. Use of the local environment and community as resources for learning are good.
- The local community and parents work very hard to raise money to ensure that resources for learning are good. There is, however, a lack of outdoor climbing apparatus for children aged under five to develop their gross motor skills.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

There is currently one child aged under five who is taught in a mixed-age class of pupils from Year 1, Year 2 and Year 3. Good provision is made for children aged under five. Progress is good in all areas of learning.

- Social skills are good, with independence being encouraged from an early stage. Children work and play sensibly with each other and carry out simple tasks.
- Standards are good in speaking and listening and there are regular opportunities for role-play in different situations, such as the doctor's surgery.
- Steady progress is made in reading and writing. Standards are good in pattern work and pre-writing skills and in the development of phonic knowledge for reading.

- Standards in basic mathematical concepts are good and good progress is achieved.
- Standards are good in a range of creative experiences, including collage, printing and painting. Scissor skills are developing well, with regular opportunities to cut, stick and make different items. Children concentrate well during activity work.
- Work based on family, friends and every day life helps to develop good knowledge and understanding of the world. Visitors make a considerable contribution to learning and daily worship, and help to inspire in children a sense of awe and wonder.
- Standards are good in physical development. Children's manipulative skills develop well as they handle a variety of markers, jigsaws, small toys, construction kits and malleable materials. Opportunities for dance and gymnastics develop good body control and awareness. However, there is no apparatus for climbing and balancing experiences.

## **English**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They listen well to stories.
- They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations.
- Standards in reading are good in KS1. Pupils display a good understanding of the characters, settings and structure of stories.
- By the end of KS1, abler pupils read unfamiliar texts with confidence and fluency. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter/sound correspondences effectively when they meet an unfamiliar word.
- Pupils make good progress in their writing during KS1 from emergent to fully independent writing. They write for a range of purposes and audiences and by the end of the key stage all pupils including less confident writers can write a story using some of the key features of narrative. The handwriting of most pupils is legible and regular.
- More able pupils write at some length. Their writing is well organised and they are beginning to plan, draft and revise their work. Their writing is good when they write in response to a stimulus that has inspired them.
- Pupils in KS2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time.
- They make good progress in speaking for different purposes and audiences and collaborate effectively in discussions.
- Pupils in lower KS2 read aloud clearly and confidently to a good standard.

- Y6 pupils ask questions about a topic they are investigating and suggest appropriate sources of information. They skim the pages to find the answers to their questions and use dictionaries and glossaries to find the meaning of unfamiliar words. Most pupils read fluently and discuss plot and character with some insight.
- Standards in writing are good in KS2 and there are some instances of very good writing.
- Pupils in Y3 understand and use the conventions for writing letters, and some of them are beginning to show an awareness of different degrees of formality.
- Pupils write good letters and use connectives well to structure an argument about whether or not junior children should receive homework.
- By the end of KS2, some of the most able pupils produce writing of a high standard. Their writing shows a good command of the characteristics of persuasive writing.
- Pupils are developing styles of writing for a variety of purposes and are beginning to use the characteristics of different kinds of writing.

### **Shortcomings**

- Standards in the use of ICT in writing and presentation are less well developed.

## **Mathematics**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Pupils in KS1 are competent in their basic number skills and display a good understanding of number bonds and numerical patterns.
- They sort, match and sequence numbers correctly. Good confidence is shown when performing simple calculations and when making up numbers in different ways.
- Understanding of place value is developing well and they recognise and understand different symbols.
- They recognise the value of coins in making small purchases and calculating simple change.
- At the appropriate stage, they confidently use standard and non-standard units of measure, estimating sensibly and measuring accurately.
- In KS2, pupils further increase their knowledge of number patterns and relationships. They develop good mental strategies and make confident use of appropriate terminology to explain their calculations.

- Older pupils display a good knowledge and recall of multiplication facts and have a firm command of place value, including decimal places. They have a sound understanding of the relationship between percentages, fractions and decimals.
- Pupils at this level can name and describe the features of two and three-dimensional shapes, use co-ordinates to find or fix a position and they have a good knowledge of symmetry. They measure and draw angles accurately and estimate in standard units of measures.
- They understand and calculate the mean, median, mode and range of numbers.

### **Shortcomings**

- Pupils' investigative and problem solving skills are underdeveloped and ICT is not used enough.

### **Science**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils learn to observe and examine objects carefully and can identify similarities and differences. They understand the importance of 'senses' and how they help us to be aware of the world around us. They recognise the difference between living and non-living things.
- They show a sound understanding of the process of germination; they investigate the factors that affect growth by observation and recording.
- Pupils have a good knowledge of the life cycle of a frog.
- They are aware of the importance of a healthy diet and of the effect of exercise on the body.
- Their understanding of simple forces and electrical circuits is developing well.
- They recognise and label major parts of the human body and of a flowering plant.
- In KS2, pupils appreciate the importance of fair testing when evaluating the evidence gained. They predict, observe, measure and record their findings.
- Pupils have a basic understanding of the function of the major parts of the human body. They understand the need for a varied diet and that different creatures need different habitats for survival. They have a good understanding of life cycles and food chains and the basic conditions seeds need to germinate. Photographs have been taken, for example, of the geraniums grown in KS1 and the wormery pupils have built.

- They explain the differences between living and non-living things, sort materials by their properties and know how to separate mixtures by dissolving, filtering and evaporation.
- Their understanding of electrical circuits is good and they can explain why and how they work.
- Older pupils are able to explain the relationship between the earth, sun and moon and give reasons for changes between night and day. Their explanation of how light and sound travel is clear.
- Pupils make good use of correct terminology.

### **Shortcomings**

There are no major shortcomings.

### **Welsh second language**

Standards of achievement are good in KS1 and satisfactory in KS2.

#### **Good features**

- Pupils are introduced to Welsh at an early stage and respond positively to the language.
- In KS1, pupils use simple greetings fluently and confidently answer questions about topics such as the weather or how they feel with good pronunciation. They know the primary colours and count confidently to 10. Good use is made of action rhymes and songs to build pupils' confidence and reinforce vocabulary.
- Welsh is spoken incidentally and regularly in KS1 and pupils react well to commands and instructions.
- Good progress is made in reading and writing simple words and phrases.
- In KS2, pupils make up simple sentences about a holiday in different countries; describing the weather and how they travelled. They write postcards giving information about the holiday, following set patterns.
- They can express their likes and dislikes and ask and answer simple questions about themselves. Pronunciation is satisfactory.
- Pupils have a good knowledge of a range of hymns and prayers which are used regularly in collective worship.
- The effective use of the '*Helpwr Heddiw*' system, especially during registration, makes a significant contribution to standards and to pupils' confidence.

## **Shortcomings**

- Older pupils have an insecure recall of vocabulary and set phrases, and often require the support of the written word.

## **Design and technology**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils make good use of construction kits. They cut and shape, stick and glue, fold and twist various items, using a range of materials and components effectively. These skills are well used when making models or collages.
- Their ability to design, make and decorate for a particular purpose is well displayed in the different shoes they produced recently.
- They are developing the ability to research and test, design, choose the appropriate materials and tools, create and evaluate.
- Their ability to join different materials together in different ways is very good, as is their ability to ensure a stable structure. These skills are used effectively in their construction of photo frames.
- In KS2, pupils further develop their design and making skills. They consider fitness for purpose and what materials and tools to use.
- They understand the need to strengthen items and find different ways of doing this.
- Their knowledge of reciprocating movement, using linkage, guides, handles, levers, pivots and split pins, is well displayed in their moving story books.
- Pupils test their finished products, discuss their merits and defects, and look for possible ways of improvement.

## **Shortcomings**

- Standards in the use of ICT as a part of DT lessons are low because computers are not used enough.

## **Information and communications technology (ICT)**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- Pupils learn to use ICT to communicate and handle information to some degree in a range of subjects. They have used a digital camera well to record their work.

- In KS1, concepts of control technology are introduced when the teacher shows pupils how to program a robotic toy. Pupils develop their understanding of mathematics as well as ICT through learning how to control this robot. They succeed in making it move between pre-set points, and turn a set number of degrees, before moving to a finish point. Pupils know how to clear the machine's memory and input commands such as FORWARD 10 and RIGHT 90. Their ICT skills are in general average.
- They have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the Tool Bar such as the airbrush, the spray and the pen. Their work is well-proportioned, colourful and lively.
- In KS2, pupils have been shown how to conduct Internet research about history topics such as the Romans as Engineers. Most pupils can access appropriate sites on the Internet but have too few opportunities to put their learning into practice.
- Pupils have improved their ICT capability in their wordprocessed writing, for example, by using a range of fonts and styles of text in poetry and letters. They have had some experience of using electronic mail in their communications with a London primary school and also with a round-the-World yachtsman.
- Pupils can find appropriate files in their own directories on a hard disk, and can open and use them. Pupils are encouraged to use computers to support their research, for example, by using encyclopaedias on multimedia compact discs.

### **Shortcomings**

- Too few pupils can use spreadsheets for calculations.
- Pupils do not use ICT enough to record the results of their work in a range of subjects.

### **History**

Standards of achievement are good in KS1 and satisfactory in KS2.

### **Good features**

- Pupils in KS1 and KS2 have acquired a satisfactory body of knowledge about history through studying objects and artefacts from the past and through discussions with a school governor who gave a talk on her own experience of the school as a child. They learn how items such as a candlestick holder were much more important in providing light then than they are now. They also experience a sense of wonderment in handling artefacts associated with World War II such as gasmasks.
- Pupils in KS2 have some understanding of the order in which important historical periods and events happen. They develop a better understanding of the Romans as engineers through discussions and studies of an appropriate Internet website. They can look up and provide explanations of Roman words using their own Latin glossaries.

- Pupils use specific terminology such as aqueduct, tepidarium and caldarium accurately with the encouragement of their teacher.
- Their chronological knowledge is satisfactory through their study of timelines.
- Pupils in KS1 have learned about the past through studying family history documents such as birth and marriage certificates.
- Most pupils speak articulately and their historical vocabulary is well-informed.

### **Shortcomings**

- Too few pupils can amass evidence from primary and secondary sources including reference websites on the Internet.
- Pupils do not make sufficient progress in building their historical understanding from year to year because the scheme of work is out-of-date and planning is unsatisfactory.

## **Geography**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- Pupils in KS1 have compared Llanfair Kilgeddin with Glasbury-on-Wye and Abergavenny to develop a better understanding of the village in its environment.
- In communication with fellow pupils, they have written and sent descriptions of Llanfair Kilgeddin and received descriptions of Glasbury by electronic mail.
- Pupils in KS1 are beginning to understand simple maps. On walks around the immediate locality, younger pupils identify some of the features which give the area its character.
- Older pupils can identify Wales on a map of the United Kingdom and know some of the cities.
- The 'Llanfair Bear' project is particularly successful in developing pupils' awareness of the wider world. Younger pupils are developing an understanding of the differences between hot and cold countries and, with help, can pack a suitcase of clothes which are suitable for holidays in hot or cold climates.
- Pupils in KS2 make satisfactory progress in building their geographical skills, knowledge and understanding.
- Pupils are developing a good geographical vocabulary in relation to their study of the local landscape. They identify key features such as rivers, crops and methods of transport in readiness to describe their journey to Abergavenny in electronic mailings to pupils at an inner-London primary school.
- By the end of KS2, pupils have a good understanding of the geography of the area around the school and the processes contributing to its development. They talk knowledgeably

about issues such as the effects of the foot-and-mouth outbreak, the location of the local Hunt kennels and of local springs.

### **Shortcomings**

- Pupils do not use ICT enough to supplement or enhance their geography work.

### **Art**

Standards of achievement are good in KS1 and satisfactory in KS2.

### **Good features**

- Pupils in KS1 use a wide range of resources and materials to explore colour, line, tone and texture.
- When looking carefully at daffodils, they use paint very effectively to represent the colours, shapes and texture they see.
- Pupils' copies of the work of Marc Chagall demonstrate good attention to detail and good use of colour mixing to achieve the desired effect. Their attempts to copy the famous chapel scene in Salem show concentration, control and confidence in using a paintbrush.
- No lessons in art were observed in KS2, but pupils' work show that they mix colours effectively to create different effects and outcomes. They reproduce recognisable items and people in paint, as seen in their work linked to the recent Royal Jubilee celebrations.
- They are aware of the paintings of a number of famous artists.
- Their observational drawings with pencil show good use of line and shade.
- Good links are made with a nearby craft centre featuring the work of local artists, potters, weavers and sculptors.
- Some references are made to the Welsh dimension in art. In KS1, pupils have made drawings of women in national costume, such as at Salem Chapel, Llanbedr, in Gwynedd.

### **Shortcomings**

- Pupils in KS2, apart from those in Y3, have too few opportunities to use a variety of techniques and media, and to experiment and express their own ideas.
- Skills in three-dimensional work are underdeveloped in upper KS2.

### **Music**

No music lessons were observed during the inspection and so no overall judgment is possible. However, standards are at least satisfactory and in some areas are good.

### **Good features**

- Standards of performance in singing during school assemblies are very good.
- Standards in playing musical instruments are good. Pupils play a range of woodwind, percussion and brass instruments in school assemblies and about three-quarters of the pupils play a musical instrument.
- One of the governors has developed two thriving recorder groups who meet outside of lesson times.

### **Shortcomings**

- Little evidence was seen of pupils appraising the work of famous musicians or of their peers.

### **Physical education**

Standards of achievement are good in KS1 and KS2. To overcome the lack of a school hall, all pupils participate in swimming and gymnastics in the local secondary school.

### **Good features**

- Pupils are developing good movement skills and show good control and balance when performing. They are enthusiastic and make determined efforts to improve. Most perform well to music, keeping to the beat and showing imagination when changing speed, direction, level and shape.
- They follow instructions well, responding to both English and Welsh commands. Pupils have good discipline and listen well, and this contributes to the effectiveness of lessons.
- Pupils understand the effects of exercise and appreciate the need for warm-up and cool-down activities.
- Older pupils show good hand and eye co-ordination when passing, receiving and controlling rugby balls. They take part enthusiastically in competitive games and show respect for rules and other participants.
- Swimming is a regular feature of the curriculum and pupils achieve good standards, as seen from their success rate and their achievements in local swimming galas.

### **Shortcomings**

- There is an imbalance in the proportion of time allotted to the different aspects of physical education over the school year, especially between gymnastics and swimming.

## **Religious education**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In both key stages, pupils have a good knowledge and understanding of Christianity and Christian festivals. Visits to local churches and the cathedral at Stow Hill, Newport help pupils' understanding of religious symbolism and reasons for rites and rituals.
- In KS1, pupils know many stories from the Bible and they understand the characteristics of being a Christian, in both a spiritual and a moral context. They understand the need for and the importance of rules in daily life.
- They know that the Bible contains God's rules in the Ten Commandments, and that there are two golden rules: to love one another and to do as you would be done by.
- They understand the meaning of some religious celebrations and show an appreciation of their significance in the Christian and Jewish faiths.
- In KS2, pupils are gaining confidence to talk about the values that are important to them. They consider the importance of saying thank you when discussing the parable of the Ten Lepers. Many were able to produce thoughtful, reasoned arguments.
- Stories from Christianity and other World faiths, as well as those originating in Wales provide the children with a good base on which to develop their opinions about culture and faith.

### **Shortcomings**

- Pupils have insufficient opportunities to reflect on their knowledge and experiences in lessons or assemblies.
- A deeper understanding of faith and culture is hindered by a shortage of religious artefacts onsite.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

Overall, the school has made good progress in addressing the issues raised in the last inspection.

- Standards in design and technology are now good and standards in ICT are satisfactory. This represents improvement in both subjects and good progress has been made.
- The school gives a good balance of time to Welsh and has developed the incidental use of Welsh further.

- Whole-school planning has been improved although much remains to be done. Satisfactory progress has been made.
- Good progress has been made in the planning of lessons to provide challenging activities for more-able pupils.
- Pupils' ICT skills and their use across the curriculum are now satisfactory, and satisfactory progress has been made although further work is needed.
- Pupils' cultural development is satisfactory but more needs to be done.
- Big improvements have been made to the school's interior accommodation. Very good progress has been made here.
- The school has drawn up a new admissions policy, and a mission statement, and reviewed its general aims.

## **8.2 Key issues for action**

Within the context of a school which has made good progress, the governors, headteacher and staff now need to:

- improve standards in subjects where they are satisfactory;
- improve standards in the key skills of numeracy and the use of ICT by identifying and promoting opportunities to use them in every subject;
- provide a clear vision for school improvement over the next three years by developing a new school development plan which indicates the criteria for success, accountability, realistic timescales and accurate costings;
- update the schemes of work for all subjects;
- improve the recording of pupils' assessments;
- ensure that the information provided for parents in the school prospectus meets statutory requirements.

## APPENDIX

### A. Basic information about the school

Name of School	Llanfair Kilgeddin Church in Wales CV Primary
School type	Controlled Voluntary Primary
Age-range of pupils	4 to 11
Address of school	Llanfair Kilgeddin, nr Abergavenny, Monmouthshire
Post-Code	NP7 9DY
Telephone Number	01873 880313

Acting Headteacher	Mr. S. Mills
Date of appointment	September 2001
Chair of Governors/ Appropriate Authority	Mr. D. Menzies
Registered Inspector	Mr. R. A. Isaac
Dates of inspection	22 <sup>nd</sup> to 24 <sup>th</sup> September 2002

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	1	3	5	9	4	4	3	29

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.5

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	14 : 1
Pupil:adult (fte) ratio in nursery classes	N/A
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	14
Teacher (fte) : class ratio	14 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1		96	97	96
Term 2		95	95	95
Term 3		97	94	95

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	Nil

## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2001

<b>National Curriculum Assessment KS 1 Results: 2001</b>	Number of pupils in Y2: 3
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

### END OF KEY STAGE 2: 2001

<b>National Curriculum Assessment KS 2 Results: 2001</b>	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

## D. Evidence base of the inspection

The inspection team of three inspectors, including the lay inspector, was at the school for a total of 6 inspector days.

- During this time all teachers were visited and all classes were seen. A total of 26 sessions, part sessions or interactions were inspected and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.
- The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, staff and pupils. Pre- and post-inspection meetings were held with governors and staff, and 14 parents attended a pre-inspection meeting with inspectors. Questionnaires completed by parents were also analysed.

## E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr R. A. Isaac Registered Inspector	English Information technology History Geography Music Religious Education	Context Main findings Standards achieved in subjects and areas of learning Teaching Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action
Mrs J. Warr Lay Inspector		Behaviour and attitudes Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry
Mr M. D. Jones Team Inspector	Early Years Welsh second language Mathematics Science Design and technology Art Physical education	Standards achieved in key skills across the curriculum The Curriculum Assessment, recording and reporting Provision for pupils with SEN Staffing, accommodation and learning resources

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, acting headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*